

George Abbot School: Disadvantaged students: Review 2019-2020

Guiding principles:

When we talk about a “disadvantaged student”, we mean that a student comes from a family where money is tight. This might be the only difficulty the family experiences, but it can have an impact on how students get on at school.

Our intention in 2019-20 was that we would use the full resources of the whole school to help these students do well at George Abbot. The Covid-19 crisis made this even more crucial.

- We wanted every child to be in school every day, experiencing high quality teaching in every classroom.
- We wanted every adult in the school to help nurture our disadvantaged students so they achieve strong progress and can make the most of the opportunities available to them.
- We wanted to teach topics that are relevant and challenging, to help students reach high goals. We want students to learn a wide range of subjects and we want them to understand how our curriculum prepares them for a successful life.
- We wanted our classrooms to be inclusive, because every child is valuable to us, where teachers and other adults in the room know their students well and teach according to their learning needs.
- We wanted our students to be excellent readers, so they can be confident in their lessons and able to cope with lots of different texts in the future. We want all of them to discover that reading is a pleasure.
- We wanted to make sure that, where we can, we help fill gaps in the experiences of our students, so we design our lessons, our extra-curricular activities, trips and visits with our disadvantaged students in mind.
- We wanted to make sure that our disadvantaged students are very well supported so that they are ready and confident to take their next steps, into university, other further education, apprenticeships or work.
- **We wanted our students to know that they belong at George Abbot as valued members of the community and that we are on their side.**

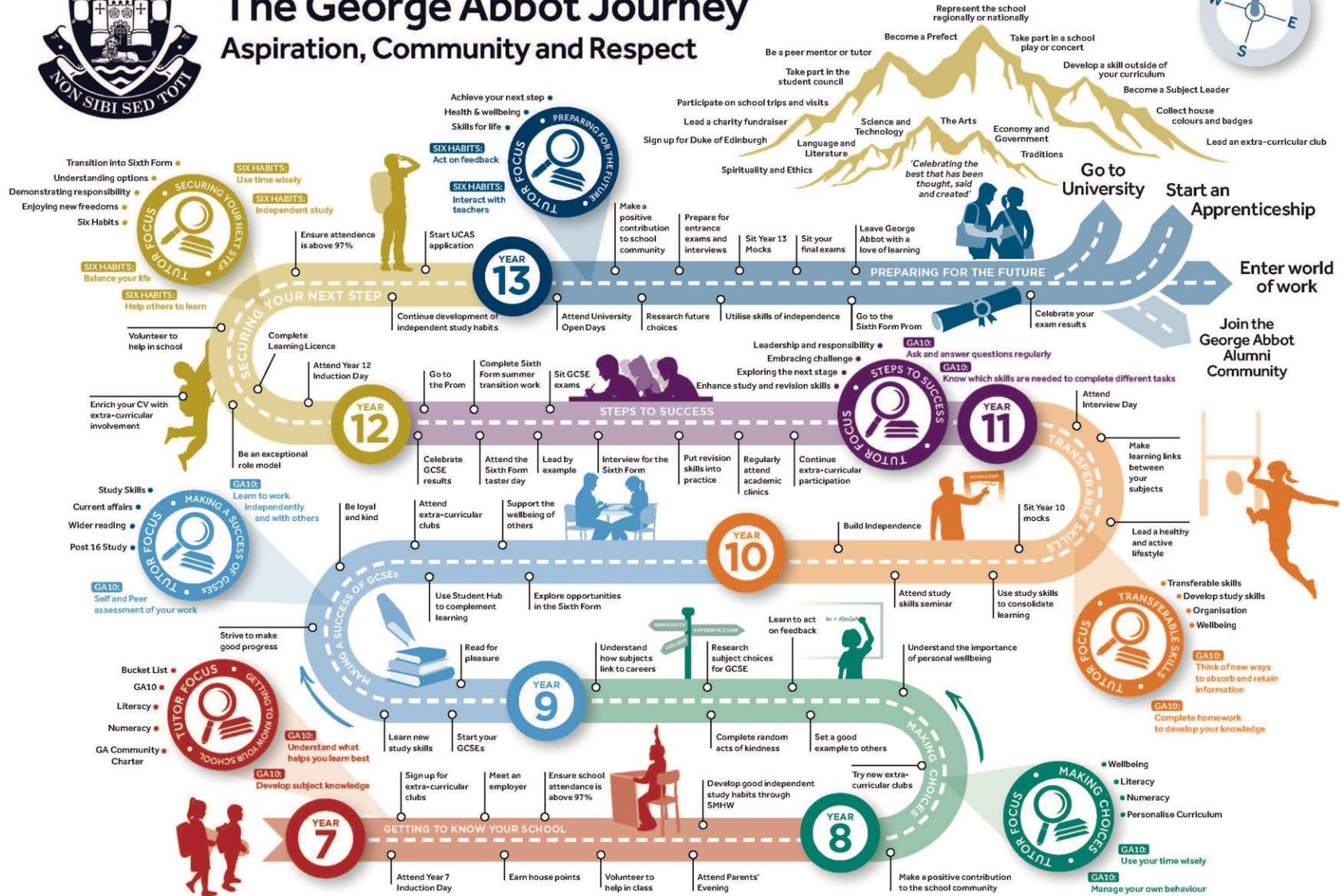
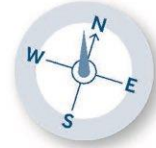
The opportunities available to students at our school are captured in the George Abbot Journey:



The George Abbot Journey

Aspiration, Community and Respect

Throughout your school journey, always strive to go ... Above and Beyond!



Your George Abbot Journey starts here ...

1. Summary information					
School	George Abbot School				
Academic Year	19-20	Total PP budget	£149,523	Total Bursary allocation	£17,313
Total number of pupils	1916	Number of pupils eligible for PP	162	Total number of 11-16 pupils	1493
Total number of KS5 pupils	423	Number of KS5 pupils eligible for bursary		Number of KS5 identified as disadvantaged (school definition)	
% of 11-16 cohort	10.9	% of 16-19 cohort		Date of most recent PP Review	06/20

2. Current attainment						
	Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)		Pupils not eligible for PP (national average)	
	2018/19	2019-20	2018/19	2019-2020	2018/19	2019-20
Progress 8 score average	-0.52 (-0.46)	-0.54	0.58 (0.57)	0.75	-0.03	N/A
Attainment 8 score average	36.84 (34.18)	36.84	56.86 (56.84)	61.12	46.7	N/A
KS5 Ex PP and Bursary Students L3VA	0.05 (-0.06)	2.43 (1 student)	0.24 (0.05)	0.63	-0.02	N/A

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Many of our disadvantaged students take part very well in school and make excellent progress: they simply need financial support to enable them to make the most of our learning opportunities.

	<p>There are some students who particularly struggle to make the same progress as their non-disadvantaged classmates. Two example groups are disadvantaged students with extra learning needs (e.g. dyslexia) and disadvantaged students with low attendance, often due to poor mental health.</p> <p>Some students have reading or maths difficulties that mean they find it harder to do well in lessons. Some students haven't had the same experiences as others (for example, going on holiday abroad) which can affect how they feel at school and their understanding of certain areas of learning.</p>
B.	Some students have lower attitudes towards school than the average. They might have lower attendance as a result. They might not take part in as many school clubs and activities and sometimes, they might get quite a lot of detentions. Some students have poor mental health.
C.	Our disadvantaged students frequently go on to exciting next steps, but some students are slightly less likely to go onto Higher Education at university or college, and this might mean they don't earn as much as they could in the future. It might be because their families don't know people who can help them on their way and it might be because they don't think they can afford to go. They may have lower confidence which affects their willingness to take risks and push themselves with e.g. challenging work experience.
External barriers	
D.	We have a small number of students who are not at school enough to enjoy the full, broad and rich curriculum offered at George Abbot. In order to prepare them for a successful future and to help them stay on track with their learning, they have a personalised timetable with activities such as motor vehicle maintenance. These students are valuable members of our school, but they do not typically do as well as children who are in school every day.
E.	There is no doubt that life for some families in our catchment area is tough. Some families really struggle financially and rely on additional support, such as food banks, to help them get through. Some parents work long or late shifts or for many hours a week to keep their families going, and this has an impact on their children's lives, for example, parents may not be around to help with homework and some children have to look after younger brothers and sisters.

4. Desired outcomes		Success criteria	19-20 Review
A	<p>Our three year curriculum development plan is effectively implemented so that our offer continues to be broad and balanced, rich and purposeful at all stages, reflecting the current needs of our local community.</p>	<p>The curriculum review milestones are met.</p>	<p>Students in Nurture Group received MFL lesson during fortnightly cycle, to enable them to take MFL as GCSE option.</p> <p>Y8 options process changed so that students select an additional option for Y9, reducing by one at Y10, to maintain breadth for as long as possible.</p> <p>Planning for further curriculum broadening in 2020-21 underway, with more targeted support in MFL and Music, and in coursework subjects.</p> <p>Disadvantaged and vulnerable students were the school's first priority for lockdown planning, with the support of Governors and the significant energies of the Network team. The full curriculum was delivered through lockdown, with very few exceptions and considerable support was put in place to help students and families maintain breadth. PP students were targeted by pastoral/academic teams for support to engage. Equipment was monitored and rapidly provided to ensure that they could access the curriculum, (including ICT equipment and e.g. sewing machines); there was weekly (min) contact with home, and students were brought into school where there was a risk that they would fall behind.</p> <p>Summer school (Y8 & Y9) was put in place to identify and fill essential gaps; PP students</p>

			prioritised and attendance supported by HSLW and other pastoral staff.
A	<p>The attainment gap is eradicated for disadvantaged students who have attendance of 90%+.</p> <p>Progress scores for students with attendance below 90% rise, year-on year.</p> <p>Each discrete strategy/plan has its own set of success criteria.</p> <p>Key performance indicators are:</p> <ul style="list-style-type: none"> • Lesson observations show that teachers are proactively supporting their PP students with carefully differentiated teaching. • Reading comprehension data shows disadvantaged students making strong progress in literacy. • Student voice shows that students have excellent understanding of assessment requirements and know how to improve their work. • Disadvantaged students receive one high quality cultural capital encounter in each cultural area in 2019-20, rising to two thereafter. • Students most at risk of exclusion or other disengagement are retained within George Abbot and their attainment rises. 	<p>All adults in the school demonstrate that they take responsibility for their role in raising attainment and improving opportunity for our disadvantaged students.</p> <p>We successfully maximise access to high quality teaching in the classroom for our disadvantaged cohort and intervene swiftly and effectively when issues arise.</p> <ul style="list-style-type: none"> • The Teaching and Learning Strategy has a particular focus on disadvantaged students and is delivered effectively, with particular attention to planning for anticipated gaps, metacognition and assessment & feedback, with clear success criteria which are evidenced in lesson observations, work scrutiny, student voice and progress data. • The same is true for related strategies including: <ul style="list-style-type: none"> ○ The Reading Strategy, which has a strong focus on developing our reading pedagogy, promoting word wealth and providing multiple encounters with challenging texts. 	<p>Governors and school leaders consistently prioritised this target at all opportunities.</p> <p>INSET / other CPD time was consistently given to support development of T&L for disadvantaged students.</p> <p>Evidence of good practice across observations, work scrutiny and student voice, but this is not yet consistent across the school. In particular, work produced by PP/SEN students, and PP, does not typically meet the overall standard of the non-disadvantaged cohort.</p> <p>Progress data does not yet convincingly show a coherent picture across all year groups; where it is robust, the gap persists. Target remains.</p> <p>Reading strategy was somewhat implemented, rather inconsistently, for reasons that are understood.</p> <p>Vocabulary ambassadors completed a KS3 glossary which is now in use and teachers were upskilled in teaching reading. Y8 and selected students in Y9 went through the NGRT and results were fed back to relevant staff, with appropriate interventions put in place.</p> <p>Target remains and priority has been raised, with overall leadership of English now from HT.</p>

	<ul style="list-style-type: none"> • Disadvantaged students make the same progress as the non-disadvantaged cohort. 	<ul style="list-style-type: none"> ○ The Most Able Strategy, which carefully identifies disadvantaged most able students by taking into account their contextual attainment and seeks to uncover hidden talent and potential. ○ The Cultural Capital plan which has higher targets for disadvantaged students than for the overall cohort and prioritises participation by disadvantaged students on trips and visits which will increase their cultural and/or social capital. ○ The Y7 Catch Up plans and tailored interventions. ○ The SEND strategy which pays particular attention to intersections with the disadvantaged cohort. This remit includes Accessing the Curriculum and Personalised Timetables. 	<p>Until lockdown, trips and visits were scrutinised to ensure engagement by PP students; this is not yet consistently applied but there were some notable developments including a push on D of E participation and department guidelines on prioritising students were broadly followed.</p> <p>PP students in KS5, Y11 and Y10 were brought onto an online tuition package, MyTutor, to support attainment in English and Maths during lockdown, and this was rolled further down the year groups according to need. Engagement was comparatively high at 65% (comparison: other schools in MAT) and qualitative feedback from engaged students was excellent.</p> <p>SEND/PP students benefited from other tailored interventions, with additional LSAs employed to support weak readers, low literacy and low maths skills. These LSAs were deployed for 1:1/small group support in lockdown. SEND PP students were prioritised for attendance in lockdown.</p>
<p>B</p>	<p>There is no negative disproportional representation in in-school activities; qualitative data shows no gap between the disadvantaged and main cohort; where appropriate, disadvantaged students are given priority access to opportunity. Effective provision is made for mental health needs.</p>	<p>Pastoral programmes and activities are designed to foster the core character qualities of resilience, hope, growth mind-set and self-efficacy and interventions are well selected and effectively delivered.</p>	<p>All the pastoral components identified for activity in 2019-20 were delivered. Impact data remains inconsistently monitored but the extra-curricular gap remains.</p> <p>Attendance was again a focal area and it remains difficult to shift in the <90% bracket. During lockdown, students with low attendance were targeted as being of highest priority for school</p>

	<p>Each discrete strategy/plan has its own set of success criteria.</p> <p>Key performance indicators are:</p> <ul style="list-style-type: none"> • Attendance of disadvantaged students rises to the same level as the non-disadvantaged cohort: <ul style="list-style-type: none"> ○ Attendance of students eligible for PP rises above the national average for this group. ○ There is no gap between the main PP cohort and non-PP students in attendance data. ○ Persistence absence rates amongst students eligible for PP are reduced. ○ Students who have long-term absences are well supported by the school so that they can still make good progress. • Tutors deliver the tutor programme effectively and demonstrate particular care of their disadvantaged tutees, visible through the R&R process and student voice. • The percentage of disadvantaged students in leadership roles increases to proportional parity and their involvement in extra-curricular activity is equal or greater than that of the non-disadvantaged cohort. Visible through SOCS data and analysis of disadvantaged participation in school 	<ul style="list-style-type: none"> • Tutor Time is one of the core components of the Belonging strategy. <ul style="list-style-type: none"> ○ The GA Tutor Ten sets out expectations of tutors (KS3-5) which are quality assured by the R&R process. ○ The Tutor Programme and Assembly schedule (KS3-5) is designed to train students in what it means to belong at George Abbot, with focus areas including character development and regular celebration of co-curricular and other achievements. All students are reached by these activities. ○ The GA Belonging Journey is successfully launched. • The PSHE curriculum and wider PSHE-related activities are specifically designed to promote character development and life skills, with a particular focus on the needs of disadvantaged students. All students are tracked through the PSHE curriculum. • Disadvantaged students are given a wide range of opportunities for school leadership across all year groups and are effectively supported so that they participate. They are prioritised for 	<p>contact. The EWO service improved dramatically in-year because of a change of personnel, and she led the work on the most challenging cases. Impact in year is difficult to track, because of lockdown. Systems were followed but outcomes still need to be improved.</p> <p>The full resources of the school were deployed during lockdown to ensure that disadvantaged students were as supported as possible. Considerable collaboration took place between pastoral specialists and relationships between home and school were, on the whole, very much strengthened by the experience. Pastoral care was very strong and identified issues and gaps were escalated effectively.</p> <p>Considerable investment was made into understanding the impact of lockdown on the mental health of the most vulnerable students and insights and practices were improved accordingly, including an overhaul of Autumn half term 1 PSHE and tutor activities. CPD for staff was a focal point of INSET / staff training during lockdown.</p> <p>Engagement scores for disadvantaged students continued to show a gap from the non-disadvantaged cohort which is troubling and needs to be successfully addressed in 2020-2021.</p>
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	<p>council and the Duke of Edinburgh scheme and as peer mentors, ambassadors, prefects and other positions of responsibility.</p> <ul style="list-style-type: none"> • Cross-phase transitions and new arrival processes are effectively led and result in no loss of momentum between key stages which will be partly demonstrated through behaviour statistics. • Pastoral specialists are effectively led with impact tracked as carefully as possible. 	<p>participation in Duke of Edinburgh and similar activities which help develop social capital.</p> <ul style="list-style-type: none"> • Pupil Advocates, Inclusion Managers and Heads of Year manage pastoral programmes effectively, with a particular focus on: <ul style="list-style-type: none"> ○ Cross phase transition ○ New arrivals in school ○ Catch-up after absence ○ Parental engagement at progress monitoring ○ Disadvantaged students with SEND needs • Pastoral specialists are deployed according to need, with impact tracked. These specialists include: <ul style="list-style-type: none"> ○ Peer mentors ○ School Counsellor ○ Young Carers' Lead Teacher ○ HSLW ○ Matrix Trust ○ (CAMHS and other mental health provision) • Attendance is rigorously managed by the Assistant Head (Pastoral), targeting absence and lateness. • SOCS is launched successfully and participation by PP students rises to match that of the non-disadvantaged cohort. 	
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<p>C</p>	<p>The percentage retention into KS5 matches that of the equivalent non-disadvantaged cohort and there is no gap between destinations. Capital and social capital gaps are progressively eradicated. Where appropriate, disadvantaged students are given priority access to opportunity.</p> <p>Each discrete strategy/plan has its own set of success criteria.</p> <p>Key performance indicators are:</p> <ul style="list-style-type: none"> 100% of disadvantaged students access independent careers advice and are carefully supported with option choices, applications and interviews. All disadvantaged students access relevant Widening Participation activities. The number of disadvantaged students progressing to high quality Level 3 courses matches that of the non-disadvantaged cohort, with increasing retention into George Abbot Sixth Form. Destinations data shows rising disadvantaged transition into Higher Education (including apprenticeships). 	<p>High aspirations for all are the hallmark of our destinations strategies, with all stakeholders recognising the need to proactively level the playing field for our disadvantaged cohort.</p> <ul style="list-style-type: none"> CIEAG provision has a particular focus on disadvantaged students and is delivered effectively, ensuring that specific success criteria for disadvantaged students are met. The same is true for related strategies including: <ul style="list-style-type: none"> The Y9 and Y11 Options Process Higher Education provision The Widening Participation programme. The tutor time and PSHE programmes, in particular the focus on readiness for independent living and budgeting for Higher Education. 	<p>CIEAG provision targeted our disadvantaged students.</p> <ul style="list-style-type: none"> All students were interviewed by senior member of staff or pastoral lead and also receive prioritised interview with external careers advisor. Selected RONI also worked with Jacki Rich. The More Able Lead (widening participation) worked together with the Careers Lead to ensure relevant opportunities were identified and implemented. Careers events were developed with a particular focus on the disadvantaged cohort and the opportunities represented within our local community and alumni. <p><u>Progression to High Quality Level 3</u></p> <ul style="list-style-type: none"> 2019 = 3 students - NEET, 99% progressed to high quality level 3 courses. 2020 = 3 students still not enrolled at college (one - ill health, one – unknown destination despite well-documented efforts, one- awaiting specialised placement for EHCP) 99% progressed to high quality level 3 courses. <p><u>Retention into Sixth Form</u></p> <ul style="list-style-type: none"> 2019 = 9/33 = 27% 2020 = 11/36 = 30% Destinations data shows rising disadvantaged transition into Higher Education (including apprenticeships).

				2020 (15 students)	2019 (14 students)
			University	11 (74%)	9 (64%)
			Gap Year	2 (13%)	0 (0%)
			Apprenticeship	0	2 (14%)
			Further Education College	2 (13%)	2 (14%)
			Employment	0 (0%)	1 (8%)

Budget 2019-20

Desired outcome	Principal activities	Spend	Budget Holder
A	Remove barriers to academic progress e.g. lesson materials, revision resources, academic trips and visits.	£110,821	JID
A	Academic interventions and other specialist academic provision, including Peer Tutors and Homework Club.	£45,350	JID
A	Set up and implementation of programmes for reading fluency, including baseline testing, staff CPD and specialist interventions. Set up costs high in Y1.	£25,000	JID
B, C	Removal of financial barriers including provision of lunch, uniform and travel costs and assurance of participation in careers activities and cultural/social capital experiences.	£14,000	JID
B	Mental health provision including school counsellor, Youth Workers, Relational workers, Peer Mentors and HSLW	£21,110	RJG
Staffing	Assistant Head, Academic, Pupil Advocates and Literacy Specialist	£24,702	KCC
Total		£149,523	
Budget		£155,000	